

The Classical Outlook

VOLUME XXXV

NOVEMBER, 1957

NUMBER 2

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CAN WE SAVE THE CAESARIANS?

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THE PROBLEMS which face us at Loyola University in accepting students into our program with two years of high school Latin are the most difficult that our Department of Classical Languages has to solve. These students fall into various categories: Latin majors, who will require 28 hours of college Latin; Latin minors, who will require 22 hours; students completing the Latin requirement for our A.B. curriculum, which is 16 hours; and lastly, students who use Latin as their language requirement for the Humanities degree and require only six hours. The objectives, aims, attitudes, and interests of these four groups vary as widely as their total hours. The potential Latin major expects to continue in the Graduate School; the Latin minor hopes either to teach Latin as a secondary field or that Latin will bolster the major field, such as English or philosophy; the simple A.B. group who major in various subjects are studying Latin primarily because it is the requirement for the degree they seek; the students in the Humanities curriculum are eager to get their foreign language requirement out of the way as quickly and painlessly as possible, and elect six hours of Latin in preference to twelve hours of a modern language. There is no possibility, for reasons of teaching load, classroom availability, schedule complications, and class sizes, for us to have an individual class for each of these four groups. If that were possible, then we could adapt the course content and methodology of each class to the objectives, aims, and interests of each group. The real situation demands, however, that we keep all these diversified groups in one class. As a result, the course we give them must be one that takes into consideration the needs of all, and therefore must embrace content which will eventually be part of the Comprehensive Examination for our Latin majors. It cannot, either in content or in method of presentation, be considered as the third unit of a four-part terminal course in Latin. And it is worthwhile noting that students in the category of those

VERSE WRITING CONTEST

THE CLASSICAL OUTLOOK will this year conduct another Verse-Writing Contest for high-school and college students. Any high-school or college student may enter the contest provided he is *this year* studying Latin, Greek, or classical civilization under a teacher *who is a member of the American Classical League*. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication. Manuscripts must bear the name of the student, of his high school or college, and of his teacher of Latin or Greek. The verse may be in English, Latin, or Greek; the theme must be drawn from classical literature or mythology, or classical antiquity, in the broadest sense of the term. The poems must be entirely original—not translations of passages from ancient authors. No verses which have ever been published, even in a school paper, are eligible. No manuscripts will be returned; and the winning verses are to become the property of the American Classical League. The decisions of the Editorial Board of THE CLASSICAL OUTLOOK shall be final. Announcement of the results will be made in the May, 1958, issue of THE CLASSICAL OUTLOOK. Manuscripts will be received up to February 1, 1958. They should be sent to Professor Konrad Gries, Queens College, Flushing 67, N. Y.

seeking only to complete a language requirement for a Humanities degree frequently are motivated to change their curriculum to the Bachelor of Arts, and in some cases either minor or major in Latin.

Our regular Freshman Latin course for students entering with four years of high school Latin is a reading of Livy, Books 21 and 22. We have found that our two-year high school Latin people, unless they be in our Honors' program, cannot handle Livy. The progress is so painfully slow that achievement is negligible. We are, therefore, at present embarked on an experimental program in which over a three-year period we

will offer courses in Ecclesiastical Latin, in Nepos, and in Cicero's *Roscius of Ameria* for our two-year students, while continuing to offer Livy for the four-year entrants. By an evaluation of our results, we hope to arrive at a suitable collegiate course for the entire group.

Precisely what do we expect these two-year people to know when they come to us? It would be better to ask what we devoutly hope they have covered, or at least heard about, in their two-year course in high school, which usually is two years removed from their entrance into college Latin. Sad experience has taught us to expect little, very little, knowledge, if by knowledge we mean a firm intellectual grasp of something and not merely a nebulous notion about it.

Everyone knows that our Bible of Latin, the report of the Classical Investigation, states that the primary immediate objective of Latin study is the increased ability to read and understand Latin as Latin. I have long since lost any illusions I ever had that a student acquires the ability to think in Latin, to read Latin and understand it without mentally translating it, to comprehend a Latin sentence without any analysis in English. We do not expect such a utopian situation in our two-year students, even in a most elementary way. But we do hope that they have an awareness of the fact that we read any language in word groups, not in words. We hope they realize that what they have read in Sentence One probably has some reference to what they will read in Sentence Two. We hope they will be conscious that they are reading a story or an essay and that a paragraph is a unified whole. We hope they do not become so engrossed in the vocabulary which they don't know that they will forget the sense of what they read, or that they fail to comprehend the word group because they are concentrating on words. We hope they don't fail to see the forest because of the trees.

We hope they have an automatic control of the forms of the declensions and conjugations. We hope that they can recognize the functional usage of these forms. But this is a hope, not an expectation. We have found that knowledge is very weak on pronominal forms, on those of irregular adjectives such as *totus*,

on the future tense of the third and fourth conjugations, and on the entire subjunctive mood. Some two-year students claim never to have studied the subjunctive at all; others have only vague notions about its formation. It is necessary for us to teach formally the formation of the subjunctive to practically every third-year group. We also must conduct drills on such declensions as *totus*, *ille*, *mare*, *exercitus*, and *res*. Thus our hope is much more roseate than our expectation.

We hope that they have a functional knowledge of Latin syntax; we expect that they have heard of such things as purpose clauses, result clauses, and indirect questions, but we are pleased when they can either label them properly or translate them with accuracy. It is slightly frustrating when a student, seeing *cum* in a sentence which contains no ablative but does contain a subjunctive, translates the *cum* as "with." We hope that, with the emphasis on English objectives in the first two years plus the fact that they are enrolled in a course in Freshman College English, they will know the basic elements of English grammar as an aid to learning Latin grammar. But we are satisfied if they know the distinction between active and passive voice, between a predicate nominative and a direct object, between an adverb and an adjective.

The majority of first-year and second-year books stress word study. We hope that our students will be able to etymologize, to use known Latin roots effectively to determine the meaning of unknown words. We hope that they have been urged to use the vocabulary or dictionary as a crutch, and only in times of crisis. We hope that they can break up at least such words as *adventus*, *traditus*, and *infans*. We hope someone has told them that the perfect passive participle frequently is productive of English derivatives, and therefore of a good translation; and also, therefore, that it would be fruitful to know the principal parts of Latin verbs. We find, however, that our hopes do not match our expectations. The English vocabulary of students is frequently so weak that they have never heard what we would consider the normal word to translate a given Latin term. And even if they do know the word "progress," and know that *pro* means "forward," that Latin *-gressus* has them stopped.

We hope that these students have some knowledge of cultural backgrounds in geography, Roman his-

tory, social customs, public life, mythology, and the like. But we expect little. Among the things we have found, during the last five years of classes, that they do not know, are the names of the hills of Rome; the Via Sacra, the temple of Vesta, the Campus Martius; what is meant by *ambitio*, a *quaestor*, an *aedilis*; the Kalends, the Ides, the Nones, and the abbreviation *A.U.C.*; what a *triclinium*, an *atrium*, or a *cubiculum* is; the parts of a Roman name; the principal duties or functions of such deities as Mercury, Apollo, Iris, or even Vulcan.

We know that all these evidences of ignorance are not the fault of the teachers of Latin I and II. We know that they have done and are doing a good job. We know, from our experience with certain students, who, for some reason of their own, did not begin their study of Latin as Freshmen but as Juniors in high school, that the real reason for our difficulties is that two-year break in the continuity of Latin study. Those few students who took up their Latin in their last two years of high school definitely live up to our hopes. Those who took Latin in the first two years do not, simply because in that two-year hiatus, when their minds were occupied with salesmanship and typewriting, they forgot all the Latin they had learned.

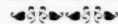
When the Classical Investigation did its work in 1924, it urged that Latin be not taught in Grades 7 and 8 of the junior high school, if such a system would result in the student's completing his Latin in Grade 10 with an ensuing two-year break in continuity between high school and college. The Investigation saw disastrous results even after four years of Latin; our present educational policy in high school Latin forces a break after only two years. The damage is at least doubled. Is there any solution to the problem?

There is, in my opinion, a possibility of a solution, though it is complicated by a number of factors, and might meet with weighty objections from administrators of large public school systems. In outline it would operate something like this: a) if upon entering high school a student elected Latin in his first year, he would obligate himself if he did satisfactory work to continue Latin for four years; b) if upon entering high school the student expected to take only two years of Latin, he would defer his Latin to the Junior year, and as a Freshman take typing or some other utilitarian subject; c) if

he changed his mind sooner than the Junior year, he would be permitted to begin Latin as a Sophomore, taking three years instead of the complete course.

I can hear deafening objections. "We must meet the enemy head on at the earliest possible moment." "Freshies lost to French or Spanish will never come home to Latin." "No Freshman wants to obligate himself for four years." "We must build from the bottom." "After two years we can have our students motivated, indoctrinated, moulded to our ideals so that we can build a third- and a fourth-year class, but if they don't come to us until they are Juniors, we'll never get a chance to have them in a third-year class." "There will be programming difficulties and other administrative hindrances." "The Freshman in high school wants new experiences and is ready to meet the challenge of a foreign language, but the Junior has had this desire dulled."

Still, if we are to solve this problem of the two-year student, we must take into consideration this two-year break. Furthermore, if we are to save Latin study in this country, we must break with the policy of considering Latin a two-year terminal course. We all know that strong efforts are being made to re-introduce or to strengthen third-year and fourth-year courses. We all are aware that the species Latin teacher is dying at the top, that we are passing on and retiring faster than new recruits are coming into the field. We must do something to save this great group of two-year Latin students, save them for a third and fourth year, and for ultimate advanced study, whether that third and that fourth year come in high school or in college. Furthermore, the most disastrous consequence of our present policy has not even been mentioned. It is merely that very many two-year students who come to college are aware of their own ignorance; they know what we know—that they have forgotten so much that they despair of picking up where they left off, and as a result they are lost to us forever. We need them in our corner when we're fighting our battle to preserve Latin study. The question is to find a way to get them into that corner.



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THE CLASSICAL OUTLOOK

Entered as second class matter Oct. 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879

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SUBSCRIPTION \$1 PER YEAR. Annual fee of \$1 for membership in the American Classical League includes subscription to THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio
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The current officers of the American Classical League are listed in the October, 1957, issue of THE CLASSICAL OUTLOOK, pages 5-6.

ACTIVITIES OF THE JUNIOR CLASSICAL LEAGUE

BY ESTELLA KYNE
Wenatchee (Wash.) High School

A MEMBERSHIP of 50,261 in 1150 chapters climaxed the twenty-first year of the national Junior Classical League. In 1953, when plans were made for the first national convention, there were 17,456 members. Of the many state federations, Ohio is the first to exceed 5000 members, with an enrollment of 5785. Texas, with 4352, placed second, and Indiana, with 3711, placed third. The highest chapter membership was held again this year by Dominican High School in Detroit: 521. Such increases indicate an increased Latin enrollment; e.g., the number of Latin students at Baton Rouge, Louisiana (Istrouma chapter), is nine times more than it was a year ago. According to Augusta Gibbons, of Sharon, Pennsylvania, member of the national committee in charge of membership, this increase is a tribute to the active sponsors.

Almost all states have state federations, and in some cases there are regional groupings. State federations are formed through Lourania Miller, of Dallas, Texas, who appoints the state chairmen.

Belle Gould, of Henderson, Texas, is in charge of the national bulletin, *Torch: U.S.*, now in its sixth year, with a circulation of 6700 for the April, 1957, issue. This bulletin is edited by students from student reports. In addition, the following states have official bulletins: California, Colorado, Indiana, Iowa, Kansas, Louisiana, Maryland, New Jersey, New Mexico, North Carolina, Ohio, Pennsylvania, Mississippi, Tennessee, South Dakota, Texas, Washington, West Virginia, and Wyoming.

The fourth national convention was held August 11-15, 1957, at Colorado College, Colorado Springs, with an attendance of 485, including 392 students and 93 adults. Mrs. Helen Swedberg, of Lake Junior High School in Denver, was general chairman, assisted by Professor C. C. Microw, of Colorado College. The Reverend Gerard Ellspermann, O.S.B., of Saint Meinrad's Abbey, Indiana, was in charge of programs. Officers were elected for 1957-1958 as follows: President, Mike Burns, Ypsilanti, Mich.; Vice-President, Mike Patrick, Worthington, Tex.; Secretary, Judy Dotzert, Trenton, N. J.; Treasurer, John Byrum, Wenatchee, Wash.; Parliamentarian, Dan Roby, Chester-

"How the Study of Latin Contributes to the Enjoyment of Life" was the address given by a Little Rock lawyer to the fifth state convention for Arkansas at the Pulaski Heights

Junior High School in Little Rock on March 23. There were 452 delegates from 19 schools.

"This Is Your Life" was given as one program number at the fourth state convention for Massachusetts, attended by 400 delegates from 190 schools at North High School in Worcester on May 5.

"Haec Est Tua Vita" was a skit about Marcus Antonius given at the third state convention for Colorado, attended by 450 delegates from 26 schools at Colorado College, Colorado Springs, on April 11.

The labors of Hercules, patterned somewhat after the theme of the national convention in 1956, were used for the sixth state convention for North Carolina, when 37 chapters sent 1159 students (the largest JCL group for the year) to the University at Chapel Hill on February 9.

The adventures of Ulysses, with a linoleum-block cover for the program, were used for the eighth annual convention for Kansas at Topeka High School, where 205 students from 10 schools met on March 23.

The Tennessee federation, for its first meeting on May 4, had an attendance of 140 from 235 schools at Vanderbilt University in Nashville. A tour of the nearby replica of the Parthenon was part of the meeting.

A fall date, November 10, brought 235 delegates from 18 schools to the third state convention for Virginia to the Fairfax High School.

It is also interesting to note the varied activities of the local chapters. Space permits only a very few examples.

The Stella Romana chapter of Rosati-Kain High School in St. Louis, in the February issue of its bulletin, used a puzzle, "Tangle Town," made by scrambling the letters of a town in North Africa conquered by the Romans in 200 B.C. *Nunc et Tunc*, the bulletin of the Waco, Texas, chapter, published a letter from a student telling those about to start Caesar what pleasures to expect. The *Latinus Rumor*, published by the Webster Groves, Missouri, chapter, uses letters from alumni in college who are finding their study of Latin helpful; alumni are designated as ambassadors in the JCL.

The Latin Legion at Worthington Junior-Senior High School in Minnesota earned money for financial assistance to delegates to the national convention by securing the concession for Trojan Relays, the annual track meet. Sale of cards, jewelry, and apples at basketball games fi-

nanced activities for the chapter at Genda, Illinois. Money was earned at a bake sale by the Fairfax chapter in Virginia to provide a Latin Club college scholarship.

Testimonials from former eighth-grade pupils were used on materials distributed by the members at the Edward D. Libbey High School in Toledo, when prospective students were met in the junior high schools nearby.

At the West View High School in Pittsburgh the induction ceremony was conducted in Latin by a local attorney. At the Veni-Vidi-Vici chapter of the Saint Cecilia School in Detroit installation is at the first meeting. An afternoon installation ceremony was held at Groverton

tions at its January meeting.

"Tied to Latin" was the title of a program given at a chapter meeting at Immaculate Conception High School in Montclair, New Jersey. A roll call using Roman names was used at chapter programs for the Montevideo High School in Penn Laird, Virginia. "Women in the *Aeneid*" was presented at a chapter meeting at Mount Saint Joseph Academy in West Hartford, Connecticut, as part of its annual Monastery Vesperna program.

At Latrobe, Pennsylvania, "Amicitia Week" was observed in December, with stress on courtesy to all. Henderson, Texas, had a book reviewed by a professional reviewer from Dallas as a climax to its day-long Fall Festival. Burgettstown, Pennsylvania, carried out the recommendation for a uniform national project made in 1956 by preparing a basket for the needy at Thanksgiving. Ansonia, Ohio, gave two plays and a skit to finance reservations at the state convention. Christmas and Valentine cards were sent by Benton Township School at Fleetville, Pennsylvania. The Belmont chapter in Massachusetts raised funds to send to school an Indian boy who had been living on a reservation in Arizona. Floats for parades were prepared by Philippi, West Virginia (a Roman banquet scene), Noblesville, Indiana (a miniature Parthenon), and Warrentown, Virginia ("They Came, We Saw, We Conquered," featuring a scene of the state seal and referring to a football game).

This report, with its wealth of material, was made possible by the cooperation of the many Latin teachers who reported the facts and figures from their local areas.

SOME GREEK IDEAS ABOUT TOO GREAT PROFICIENCY

By EUGENE S. MCCARTNEY
University of Michigan

THROUGHOUT THEIR history the Greeks tried to avoid extremes. The frequency with which they harped upon their ideal of *meden agan*, "nothing in excess," may have been due in some measure to the difficulty they experienced in observing it. The daily activities of life afforded them the opportunity to manifest their disapproval of superlative skill in minor things, and they expressed it in ways as diverse as the situations that elicited it. Some of their rebukes are witty, some are scornful and indignant, and a few are anecdotal. It seems worthwhile

TEACHER PLACEMENT SERVICE

The American Classical League Service Bureau conducts a Placement Service for teachers of Latin and Greek.

The plan is a very simple one, and very inexpensive. Any member of the League desiring this service may write to the Service Bureau requesting an information blank. This blank is to be returned to the Bureau together with a registration fee of \$1.00. The blanks are kept on file in the order received, and any prospective employer, on inquiry, is sent an up-to-date list of all applicants together with pertinent information about each applicant.

High School, Virginia, when the sponsor of the Fairfax chapter presented the JCL charter to the newly formed chapter. Climax for a day of initiation for members at Central High School in Savannah, Georgia, was the crowning of the king and queen of a style show. The Romney, West Virginia, chapter had an outdoor initiation, with Roman guards from Nero's court meeting the initiates in a garden and charging them with spying or with being Christians. Initiation at the Senior High School in Waterville, Maine, follows the national JCL ritual. Initiation for the Holland High School in Ohio was held at a Roman banquet in April. In Clifton, New Jersey, it was part of the Christmas program. This chapter presented a "What's My Line?" program based on Roman occupa-

to collate a few examples of such cleverness from Greek literature and other sources.

On being invited to listen to a man who imitated nightingales, Agesilaus the Great replied impatiently: "I have heard nightingales themselves" (Plut. *Mor.* 212F). And Aristippus asked a boastful diver whether he was not ashamed to take pride in acts such as a dolphin performed naturally (Diog. Laert. ii, 73). A forthright Spartan was even sterner in showing his displeasure in a different situation. After exhibiting his specialty a stranger said to him: "I do not think that you, Lacon, can stand upon one foot as long as that." The Spartan satirically agreed: "No, but there is not a single goose that cannot" (Plut. *Mor.* 233B).

Diogenes the Cynic was somewhat paradoxical in uttering a reproof. While at the baths he upbraided a young man whom he saw expertly playing cottabus: "The better [you play], the worse [you play]" (Diog. Laert. vi, 46).

Of course, somewhat similar views about excessive skill in games have been expressed in modern times. A friend of Herbert Spencer's used to say that to play billiards well was a sign of an ill-spent youth, and Spencer occasionally repeated his words (D. Duncan, *Life and Letters of Herbert Spencer*, I, 398-399). The remark has been credited to Spencer himself and has been endowed with various dramatic settings. An elaborated version that appeared in the *Outlook* for October 10, 1928, p. 949, is worth quoting to show how stories grow: "Upon one occasion he engaged in a billiard match with a youth who had the bad taste to beat him unmercifully. At the conclusion Spencer slammed his cue into the rack and remarked: 'Young man, such proficiency in games of skill argues a misspent youth.'"

Even musical talent was exposed to reproaches. A Spartan, evidently a typical one, thought that playing the lyre was indulgence in nonsense (Plut. *Mor.* 234D). And Demaratus said of a musician: "He does not seem to do his silly stuff at all badly" (*ibid.* 220A). Eudamidas made a reluctant acknowledgment that another musician had "great power to charm in a trifling matter" (*ibid.* 220F).

Becoming impatient while watching a foolish man tuning his psaltery, Diogenes the Cynic berated him in no uncertain terms. "Are you not ashamed," said he, "to give this wood concordant sounds, while you fail to harmonize your soul with life?"

(Diog. Laert. vi, 65; Loeb trans.) Diogenes also deplored the misuse of the abilities and the efforts that made certain flute players and athletes supreme. He thought that their native gifts would not have been so unproductive if they had been trained in higher pursuits (*ibid.* vi, 70).

Plutarch (*Pericles* i, 5) puts accomplished musicians on a level with craftsmen and tradesmen like dyers and perfumers, and adds two more names to the number of those who thought that proficiency with a musical instrument demeaned a person:

"Therefore it was a fine saying of Antisthenes, when he heard that Ismenias was an excellent piper: 'But he's a worthless man,' said he, 'otherwise he wouldn't be so good a piper.' And so Philip once said to his son, who, as the wine went round, plucked the strings charmingly and skilfully, 'Art not ashamed to pluck the strings so well?'" (Loeb trans.)

Ismenias, whom Antisthenes belittled, was one of the most celebrated Greek flute players. When he was a captive of the Scythians, Ateas, their king, bade him play at a banquet. He charmed all his auditors except Ateas, who declared that the neighing of his horse afforded him greater pleasure. This appraisal of Ismenias delighted Plutarch so much that he repeated it three times (*Mor.* 174F, 334B, 1095F).

It seems to have been a rather general attitude in Greek antiquity that highly gifted people should not devote their talents to music. According to a story, a harpist thus gently rebuked Philip for raising a point about the technique of his instrument: "God forbid, your Majesty, that you should ever fall so low as to know more about these matters than I" (Plut. *Mor.* 334C; Loeb trans.). Even the owning of slaves who made flutes brought ridicule upon the orator Isocrates (*ibid.* 836E).

Music had a rightful place in the general education of a Greek, but Aristotle (*Pol.* 1341a) held that one should not acquire professional competence in it. He singled out the flute as being too exciting to be expressive of moral character (*ibid.*).

Relying on a source unknown to me, a twelfth-century author relates this incident about the youthful Alexander: "Ei Antigonos pedagogus citharam fregit abiecitque dicens: 'Aetati tuae iam regnare convenit, pudeatque in corpore regni [i.e. in rege] voluptatem luxuriae dominari.'" (John of Salisbury, *Polycraticus*, as quoted by C. H. Beeson, *A Primer of Medieval Latin*, p. 250).

There were also dancers who overdid things. When Cleisthenes, the despot of Sicyon, desired to make an ideal marriage for his daughter Agarriste, he invited all Greeks who thought themselves worthy to be his son-in-law to present themselves at Sicyon. After a year's visit (and observation) the conduct and lineage of Hippocleides, the son of the wealthiest man in Athens, led Cleisthenes to regard him as the best of the suitors. On the day of the marriage feast, however, his dancing incurred the instant disfavor of Cleisthenes, who could not restrain himself when Hippocleides began to make shameless gestures. "'Tis very well, son of Tisandrus," he exclaimed, "but you have danced yourself out of your marriage" (Herod. vi, 126-129; Loeb trans.).

Sensuous songs and rhythms sometimes led to sensuous and immoderate dancing (Plut. *Mor.* 704 D-E, 748 B-C), and Plato (*Rep.* iii, 398-399) would banish the Lydian and Ionian modes from his ideal state because of their effect upon the morals of youth.

Romans, too, could be shocked by dancing. Sallust (*Bell. Cat.* xxv, 2) succinctly condemns Sempronia's proficiency: "Psallere, saltare elegantius quam necesse est probae." Macrobius (iii, 14, 5) quotes Sallust and remarks, perhaps superfluously: "Ad eo et ipse Semproniam reprehendit non quod saltare sed quod optime acierit."

In *Letters to His Son* (no. 74) Lord Chesterfield takes a condescending attitude toward dancing: "Dancing is in itself a very trifling, silly thing; but it is one of those established follies to which people of sense are sometimes obliged to conform; and then they should be able to do it very well."

There were also some skills that might be termed stunts, and Alexander was interested in them. Hearing of an Indian who shot arrows through a finger ring, he asked the man to give a demonstration. On his refusal to comply, Alexander condemned him to death, but after learning that he feared he might offer a poor performance through lack of practice, Alexander praised and rewarded him (Plut. *Mor.* 181B). On another occasion Alexander bestowed a surprisingly suitable gift upon a man who in some way shot a continuous stream of vetch seeds through the eye of a needle. It was a bushel of the seeds (Quint. ii, 20, 3).

Some kinds of proficiency detract from the dignity of persons holding high office, as did the marksmanship

of the emperor Domitian, who shot arrows between the outstretched fingers of a slave stationed at a distance from him (Suet. *Dom.* 19). For him an appropriate reward would have been an arsenal of arrows without bows.

Small skills, like small plans, have no power to stir the imagination, and a man of Themistocles' caliber would hardly be expected to pluck strings. When he was taunted by supposedly refined men for his unfamiliarity with the lyre and the harp, he was rather rude in showing his disdain for them. His consuming ambition was to take a small city and make it great and glorious (Plut. *Them.* ii, 3).

In his dedication to great achievement Themistocles has counterparts in American life. Of one of our great executives it has been said: "He indulges in no hobbies, no golf, no games. His appetite for work is insatiable."

We may let Plutarch (*Pericles* ii, 1) serve as spokesman for the brilliant doers of antiquity: "Labor with one's own hands on lowly tasks gives witness, in the toil thus expended on useless things, to one's own indifference to higher things." This general idea is expressed more compactly by Ovid (*Tristia* ii, 216): "Non vacat exiguis rebus adesse lovi."

PUBLIC RELATIONS COMMITTEE

The Public Relations Committee of the American Classical League for 1957-1958 is made up of the following: Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio (Chairman); Blake-More Godwin, Director, Toledo Museum of Art; Walter E. Hess, Managing Editor, *Student Life*; Charles T. McNary, Public Relations Director, Blue Bell, Inc., Greensboro, N. C.; Belle Gould, Henderson (Texas) High School; Mrs. Barry Bingham, of the Louisville (Ky.) *Courier Journal*; James F. Looby, Education Editor, the *Hartford Courant*; James L. Trautwein, Coordinator of Religious Programs, WSPD-TV, Toledo, Ohio; William E. Gwatkin, Jr., of the University of Missouri; Virginia G. Markham, John Adams High School, Cleveland, Ohio; Adeline E. Reeping, of the Latrobe (Pa.) High School; and Ward M. Canaday, President, Overland Corporation, Toledo, Ohio.

CLASSICAL PLAYS

Classical plays again received performances during the year 1956-57. To our knowledge, the only produc-

tion in the original language was that of Sophocles' *Antigone* at Wellesley College. Aeschylus' *Prometheus Bound* was put on in modern Greek at the Town Hall in New York City by the Delphic Festival Committee. Productions in English translation that have come to our attention include the following: Sophocles' *Oedipus Rex* at Cedar Crest College; Euripides' *Iphigenia in Aulis* at Swarthmore College and his *Trojan Women*, as a reading, at the American Classical League Latin Institute at Miami University; Aristophanes' *Clouds* at Hunter College and his *Lysistrata* at the Lenox Hill Playhouse in New York City; and Plautus' *Miles Gloriosus*, also at Hunter College.

THE CONGRESS FOR LIVING LATIN

BY GOODWIN B. BEACH
Trinity College

(This is a compendium of the official report made at the Tenth Latin Institute in Oxford, Ohio, in June, 1957. Those who would like a complete report of the Congress should write to the Secretary of the Congress, M. Edouard Aubanel, Editeur, 7, Place St. Pierre, Avignon, France.)

THE CONGRESS was born of the annoyance experienced by M. Jean Capelle, presently Director General of Education in French West Africa, formerly Rector of the University of Nancy, mathematician and engineer by profession, when, employed by the Citroën Auto Works, he attended a conference in London on some engineering problem. Because of language difficulties (for English, French, Germans, Russians, and others attended) the conference, whose aims could otherwise have been accomplished in a half day, lasted three days. This annoyance resulted in his conclusion that the only outlet from this Babel lay in the re-adoption of Latin as an international language. His conclusions were specifically elaborated in an article entitled "Latin or Babel," which appeared in translation in *The Classical Journal* for October, 1953.

The Congress was held from September 2 to September 6, 1956, in the famous *Palais des Papes* at Avignon under the auspices of the French Department of Education, the University of Aix en Provence, and the City of Avignon.

In attendance were 250 delegates from 22 nations, including Syria, Turkey, Rumania, Greece, Finland, New Zealand, South Africa, and Venezuela. We were greeted and welcomed by the Prefect of the Department of Vaucluse, the Mayor of Avignon, and M. Edouard Daladier,

formerly President of the Republic, in eloquent addresses.

Professor Albert Grisart, delegate of the Belgian Government, in calling for the revival of Latin said that Latin need not come alive again, it must merely stay alive; that it must be cultural and classical and, as it was up to the eighteenth century, useful. Which, he asked, is more out of date, a 25-year-old airplane or a 2500-year-old thought?

There were four main speakers, Professor Erich Burck of the University of Kiel, who spoke on pronunciation; Professor Jean Bayet of the Sorbonne, on grammar; Professor Guerino Pacitti, Director of the Latin Department of the Istituto di Studi Romani and Principal of the Liceo di Spezia, on neologisms; and the delegate of the American Classical League, on pedagogy.

Professor Burck advocated the adoption generally of the "restored pronunciation," that commonly in use in this country. He called for careful attention to quantities in order to avoid confusion between such words as *pōpulus* and *populus*, and *lēvis* and *levis*. Although convinced that the educated Romans spoke with a tonic accent, he did not recommend this accent, but rather the stress accent that prevails in most modern tongues. He strongly recommended that pupils read texts aloud and that their pronunciation be rigorously corrected. The greatest argument at the Congress arose over this paper, various members wishing to retain certain idiosyncratic ways of pronouncing certain words.

Professor Bayet affirmed the necessity of learning thoroughly the fundamental grammar, in order that precision in speaking and writing be attained. Thus he considered knowledge of the ablative absolute, of the infinitive and its uses, and of conjunctions essential, but would reserve the fine points of rhetoric, the periodic sentence, and hypotaxis for those really desirous of using the language as a literary medium and not merely as a means of expressing one's thoughts precisely without regard to literary merit. He doubted not but that the essential grammar could be encompassed in a book of relatively few pages.

Professor Pacitti discussed the introduction into the language of new words from the days of Ennius, Cicero, and the Church Fathers to modern times. He said that, since the dictionaries given to students contain only the words found in the authors used for their instruction and omit

in large measure those that pertain to the common things of life, these boys would be surprised to learn how comprehensive the Latin vocabulary really is. As to words to express new ideas and things, the treasure house of Latin should first be searched and words dredged out of the limbo of the forgotten, or else compound words should be formed; failing that, recourse should be had, as had already been done by the Romans, to the great font of Greek words; finally, to avoid sesquipedalian periphrases which hinder a clear understanding of terms, words in general use in all modern languages should be endowed, so to speak, with Roman citizenship and adapted to the color and genius of Latin. He used as authorities modern writers such as Bacci, Springhetti, Guercio, Mir, Paoli, and Tondini. Among other things, he scored the omission in dictionaries of valuable words that appear only in later writers, and the unjustified recourse to Ciceronian usage, *tanquam si ad Ciceronem Latinitas sit omnis perstringenda*.

Mention of my paper on pedagogy, inasmuch as it was published in full as a supplement to the October, 1956, number of THE CLASSICAL OUTLOOK, seems hardly necessary.

After the various papers had been read, competent committees, including, of course, the speakers, were appointed to formulate resolutions or *vota*. They were as follows:

1) On grammar—that exact knowledge of declensions, conjugations, voices, moods, tenses, adjectives, uses of the infinitives, participles, the ablative absolute, coordinatives, relatives, and the simpler means of expression be required; that there be drawn up a table of methods of circumstantial expression, ranging from the simplest to the complex, including conjunctions and adverbs; that the instruction in *oratio obliqua* and modal attraction be deferred.

2) On pronunciation—that the use of the "restored pronunciation" be approved; that the pupils hear Latin spoken regularly and with careful enunciation; that they recite regularly and that their pronunciation be studiously corrected.

3) On pedagogy—that the suggestions of the speaker be in general approved.

4) On neologisms—that the suggestions of the speaker be approved and the hope expressed that Mgr. Bacci's lexicon would be amplified.

It was interesting that the idea kept recurring independently that more interesting, livelier reading mat-

ter, more suitable to the students' ages and more pertinent to modern and daily life be furnished than is usually the case at present. It was also interesting that several speakers, while insisting that more use should be made of the language for speech and for writing, denounced the pedantic adherence to false Ciceronianism, i.e., the imitating in all writing of Cicero's oratorical language, as if he did not suit his speech to time, place, and audience.

It is regrettable that space forbids a description of the dinner, highlight of the Congress, held in the grand audience hall of the Pops, and of the excursion to Orange and Vaison-la-Romaine. It would be desirable also to include résumés of other addresses; the views expressed seem never to have been divergent, but threw many interesting sidelights on the main themes.

I should mention the extreme courtesy and hospitality of our reception. There was a general spirit of cordiality among all nationalities. The ability to speak Latin was usual; Latin proved itself an adequate and facile means of communication which removed the unpleasant need of searching for a common tongue.

The next Congress is scheduled for Brussels in 1958. It is to be hoped that more from this country will attend.



DE MUSA EXAUCTORATA

By ROGER PACK
University of Michigan

Ecce dies felix minio cretave notandus!

Tu dimissa abeas et, mea Musa, vale!

Te viduus laetas teret omnes Paccius horas.

Quem pudet atque tui, dura Thalia, piget.

Est ubi nemo queat cantandi ferre laborem,

At grave detrectat, tristis asellus, onus.

Demersus somno iacet ille, cadaveris instar,

Sic positus lecto, praedaeque cimicibus.

Iam pridem cecinit gallus, Tithonia coniunx

Festinauit iter deseruitque virum.

Nondum expectatus, naso stertente supino,

Dormit adhuc noster, somniculosus hiat.

Quid refert, quem nemo vocat, quem praemia vitae

Pauca manent, vetulum decrepitumque senem?

Tandem unam profert plantam, dein proripit ambas:

Surgit, et incertis signat humum pedibus.

Nunc libet intonsos cursim componere crines,

Dentibus at maculas imprimit usque situs,

Horridaque hesternam saepsit negligentia barbam,

Radere namque genas nulla Camena iubet.

Mox furibunda fames cum aliquantum haurire tobacci

Suaserit, e labiis fusca corona volat.

Incipit horarum series, novus incipit ordo:

Vivet enim platanus iam sine vite sua.



PATATAE DEFENSIO

By ERNESTINE F. LEON
The University of Texas

I HAVE often protested the use of *poma de terra* for potatoes on the menus of local Latin Club banquets, and recently have noticed its use on menus from other parts of the country. It must have been invented originally by someone who had small Latin and a little French, for although *pomme de terre* has become the regular French term for potato, *de terra* as an adjective modifier is hardly defensible in classical Latin. A fruit from under ground would be called *pomum subterraneum*, just as *terranum* means that which grows on the ground and *arborum* a growth on trees.

In the *Lexicon eorum vocabulorum quae difficiliter Latine redduntur*, ed. 2 (Rome, 1949), by Antonio Bacci, no Latin word for potato appears. Obviously it is *haud difficile* to render the Italian *patata* as Latin *patata*, -ae, (f.). In *Latinitas* 4 (1956), 292, the editor, Papal Secretary Bacci, states that in adapting to modern Latin the names for objects unknown in antiquity it is quite appropriate to use a word common to many modern languages and easily understandable, just as the Romans themselves took over and adapted words from non-classical tongues.

The word *patata* fulfills these conditions. The Taino West Indian word for sweet potato, *batata*, was applied by the Spaniards to the white potato (*Solanum tuberosum*) as *patata*. From Spain the plant was brought to Italy and thence to the Spanish low countries. It appeared in England at the end of the sixteenth century. Italian, Portuguese, English, Swedish, Norwegian, Albanian, Greek, Turkish, and Arabic all use a variant of the aboriginal name.

Only French *pomme de terre* and Dutch *aardappel* employ a more descriptive designation. The German *Kartoffel* shows that the plant was introduced to Germany from Italy. It comes by dissimilation from the Italian *tartufo*, a truffle, which is an edible underground fungus. From Germany the name passed with the product to Denmark, Romania, and most of the Slavic countries.

Accordingly, on the basis of origin and use, *patata* is the logical and appropriate word for potato in Latin.

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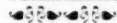
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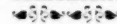
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